

From: [St. Jean, Cynthia](#)
To: [CHC Campus](#)
Subject: Did You Know - 2019-2020
Date: Thursday, October 3, 2019 7:21:32 AM
Attachments: [CHC/DYK-Vol61-Oct2019-MathPlacement.pdf](#)
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Sent on behalf of Gio Sosa

Dear Colleagues,

Here is our first Did You Know of the academic year! This volume offers you some insight into the impact that our new math course placement process is having on student success. Please feel free to contact me with any questions. Enjoy!

This Month's Topic: The Impact of the New Math Placement Process on Student Success

Overview

CHC faculty and staff have worked tirelessly to implement a new placement process designed to increase the likelihood that students successfully complete transfer-level coursework in math and English in one year – a process that is both consistent with AB 705 legislation and conducive to helping students achieve their educational goals. Given that the new math placement process has been in effect for an entire academic year (2018-2019), we examined its effect on helping students complete transfer-level math in one year.

Methodology

Two cohorts of students were compared, both of which consisted of high school students attending CHC for the first time. One cohort consisted of those attending CHC for the first time in either Summer 2017 or Fall 2017 **and** receiving a placement via our former math placement process. The second cohort consisted of those attending CHC for the first time in either Summer 2018 or Fall 2018 **and** receiving a placement via our new math placement process.

Findings and Implications

As shown in Figure 1, first-time CHC students placed via the new math placement process were significantly more likely to place into transfer-level math (71% placement rate) than they were with the former placement process (5% placement rate). Additionally, 30% of first-time CHC students placed via the new math placement completed transfer-level math within their first year compared to only 14% of first-time CHC students that reached the same feat with former placement process (Figure 2). Thus, while 64 students completed transfer-level math in 2017-2018, 246 did so in 2018-2019 (384% increase). These findings suggest strongly that our new math placement process is helping students achieve a key academic milestone in their first year, and in doing so, likely increasing the probability that they remain enrolled at CHC and subsequently earn an award and/or transfer.

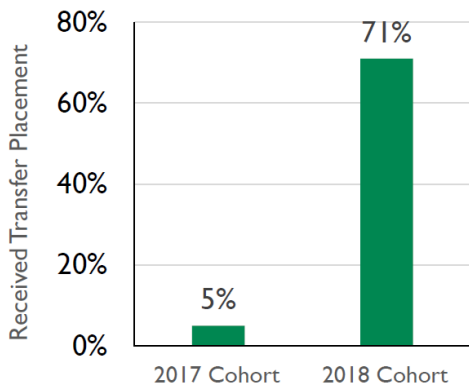


Figure 1. Percent of students receiving a transfer-level math placement.

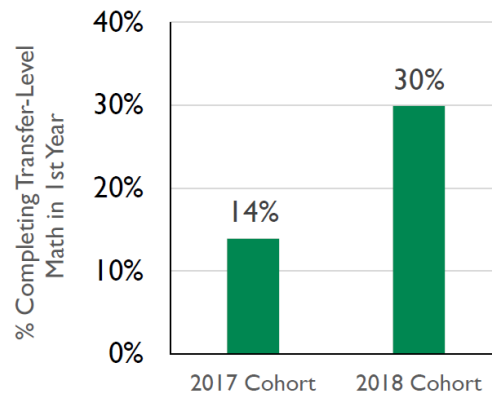


Figure 2. Percent of students completing transfer-level math in their first year.

For questions, please contact Giovanni Sosa at gsosa@craftonhills.edu or x3206.

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